

Qualities of Effective Teachers, 3rd edition.

By James H. Stronge. (2018), 348 pages, ISBN: 9781416625865. \$28

Subject: How to Be a Better Teacher

Useful for: Useful for teachers looking to make their instruction more effective.

Format: Chapters with over 40 pages of references and an index; Checklists and detailed lists in part two of the book.

Reviewer's Comments:

Qualities of Effective Teachers examines the common attributes or characteristics of effective teachers. Stronge's intent with this text is to "bridge the gap between research and practice" in his discussion on teacher effectiveness. The text is tailored more towards grade-school teachers, but it provides useful information for anyone that teachers.

The first part of the book digs deep into what an effective teacher is and discusses what Stronge views as the six major qualities of teacher effectiveness: Professional Knowledge, Instructional Planning, Instructional Delivery, Assessment, Learning Environment, and Professionalism. Each chapter on quality (Chapters 2 through 7) begin with a brief story or example of the quality in action, followed by a framework that serves as a roadmap of how the chapter flows. The chapters also include discussions of teachers of at-risk students, high-ability students, and 21st-century teachers. The last chapter in Part 1 highlights why this is important to the student's success.

The second part of the book has two sections: Teacher Skills Assessment Checklists, and Positive Qualities and Red Flags. The Teacher Skills Assessment Checklists can be used to help identify the strength and weaknesses of the different qualities and elements of effectiveness. While the checklist is not created for post-secondary education, it appears to be useful if tweaked.

The other "checklists" provide the characteristics of teacher behaviors and responsibilities that contribute to what effective teaching looks like for each of the qualities. Each quality has a list of characteristics, organized into Positive Qualities and Red Flags. There are also lists with the positive and negative qualities for teachers of at-risk students and teachers of high-ability students, as well as subject-specific qualities for a couple of grade school subjects. These "checklists" are meant to be more of a guide or aid into what works well and what would be potential areas of growth.

Although this text seems to be more tailored towards grade school educators, there are little nuggets of information that appear useful. There is an emphasis throughout the text on the importance of organization, preparedness, and both short-term and long-term planning. Some takeaways that I plan to implement for the next year are to begin organizing and preparing a lesson plan for each class earlier than usual. This will help me to be prepared and to prioritize both consistency and organization in the classroom. The research showed that this increases effectiveness. Another takeaway is to optimize instructional time by making better use of examples and guided practice during class time, which is effective for student learning and success.

Reviewed by: Cassandra Patterson, Georgia State University College of Law, in 2019.